

HY  
CHER

(Page 1)

that before  
his head he is  
subject. One  
in common  
it was  
percentage. He  
to do a thing.  
only possible  
he sees and  
problems to  
asked me to  
blems in frac-  
ver it step  
he got the  
derstand it.  
paper, step  
analyzed it. I  
y to solve it.  
it, but are  
s right." I  
e. He said  
at permit him  
he wanted  
see if the an-  
then inquired  
for problems  
ed it by that  
a greatly sur-  
rs should be  
explained to  
ule taken from  
ood one. And  
problems that  
He said: "It  
it two or three  
This boy was  
on remember-  
(Continued)

## AUTOBIO

O

(Continued)

had mapped out to the prin-

teach again. I am a slave to

to do much better to blame for

but I could not.

that I wanted. Light we got t

enthusiasm for and percentage

one oblivious that they were

I recall only this. He said:

where my idealism does before

and then I felt, the decimal

that my efforts him what the

summing, impelling and he replied:

soul. Then I explained.

It was this was made of

was having "percentum"—per-

his numbers, "num" meaning

series of nuns, by the hur-

would tell him into a hun-

dred was. "I asked him to tell

number of percentum. He told

He seldom of is 55 per cent.

right. Then, ready. We then

problems in

up and tell

He had me

tell me what

his answers

could not see

Finally he an-

sion one day

and I gladly

were out play-

few little

hair and an e-

It took me an

eog. Here is w

I gave him 3, 4, 1

down 93 for the

gave him 2, 4, 8



PRESIDENT H. TUCKER GRAHAM,  
of Hampden-Sidney College.

solved a number of problems until  
he seemed to understand the relation-  
ship quite readily. Jokingly, I told  
him that percentage was just one of  
the decimal boys, being a full brother  
to the tenths, the thousandths, etc. He  
went home chuckling about it. I be-  
lieve that he understood. If I had  
hold of that boy every day for a year  
I believe arithmetic would become as  
easy as "rolling off a log" to him.

There's too much method. The au-  
thors of these methods are students

of analytical psychology, but as a  
rule they do not come into close con-  
tact with children. They may have  
taught in the common schools at one  
time, when on their "way up to some-  
thing higher," as they call it. Their  
ideas seem plausible, but I do not be-  
lieve that there is one in a hundred  
of them who is deeply in love with  
childhood. If they were, so many of  
them would not drift from the teach-  
ing of the little tots. They want to  
go "higher," where they can explode

their theories on the students.  
It is easy to "knock," but difficult  
to propose remedies. There are signs  
of progress. The courses of study are  
becoming human, the insistence on  
this method or that method is less  
pronounced; the incompetents are  
being weeded out; salaries are climb-  
ing up slowly; things pertaining to  
the farm are being incorporated in  
the course of study; efforts are being  
made to interest the boys and girls  
in farm life and its beauties; higher  
qualifications are being demanded of  
our teachers; we are drifting in the  
right direction; the east is aglow.  
Parents are "waking up," and that is  
the best sign of all. They are striving  
to understand as they never strived  
before. As they understand, their  
children will understand and the whole  
world will feel the uplift. Surely our  
liberties are safe in the hands of the  
country folks. They may be slow to  
get the right cue, but once they have  
it, there is no other class of people  
in the world who will strive harder  
to make the ideal real.

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ments in the school section.

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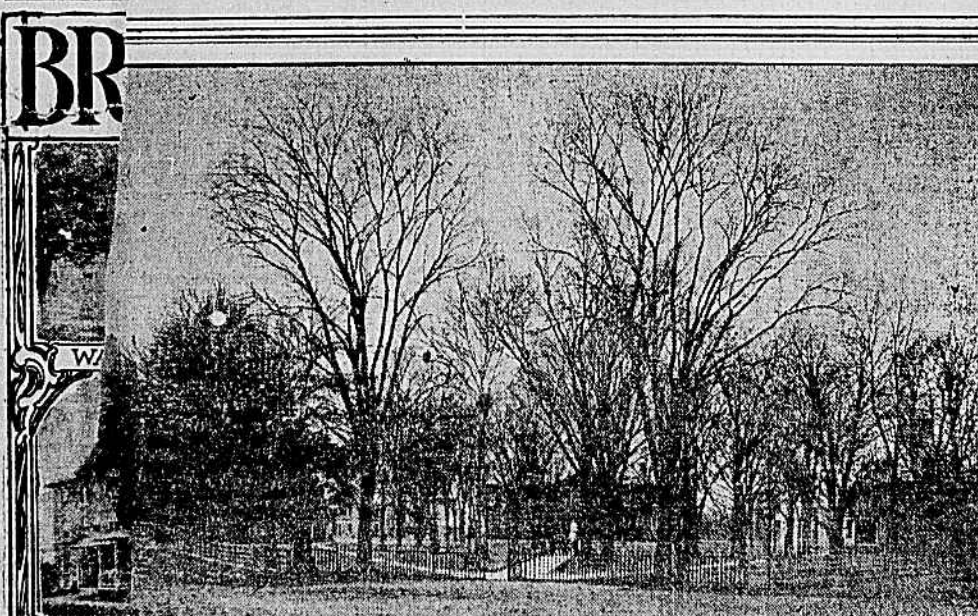
"During the past ten years no less than forty-five have  
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